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The 9-week Summer Program of Education Enrichment and Development (SPEED) was meant to provide academic help for the marginal student, equip him for college, and improve his self-concept. Various methods were used to determine his academic and emotional needs. The 78 students were divided into four groups. Four teachers and four tutors (for math, reading, and writing), four counselors, and a speech teacher on one-third time comprised the faculty, who kept detailed daily records. Main findings were: (1) varied teaching techniques (e.g., individual help) must be used, (2) schedules must be flexible, (3) programed material is not practical for unmotivated students, (4) as suitable textbooks are scarce, teachers must develop their own materials, (5) more student data should be on hand before the program begins, (6) most students changed their self-image from failure to success and acquired a sense of personal worth, (7) mid-term evaluation should be by interview, (8) students had difficulty applying logic and accepting responsibility, (9) they disliked the testing program, and (10) tutors could often reach them best. Recommendations included correction, where possible, of the negative findings above and (1) sharing of ideas on teaching methods by participating schools, (2) faculty travel money for workshops, (3) staff sensitivity training, (4) more staff for reading and writing, (5) full-time staff member for testing and research, (6) more field trips, (7) class limit of 15, (8) continuation of programs like SPEED. (HH)

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PROJECT SPEED

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Final Report of a Summer Program
to Prepare Educationally Deficient
Students for College

South Georgia College

Summer 1968

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SECTION I

OVERVIEW OF PROGRAM

This report is to describe the Summer Program of Education Enrichment and Development (SPEED) as conducted at South Georgia College during the summer quarter of 1968. The report will give an overview of the entire program with emphasis on the approaches in the academic subjects and in the ccunseling phase of the project. A complete evaluation is impossible at this stage, but several tentative conclusions, findings, and implications will be proposed at the end of the report. Recommendations for incorporation into future programs of this nature will also appear at the conclusion of the report.

Objectives of the Program

The SPEED program, as originally designed by Dr. Ted K. Miller, had as its purpose to break-through academically to the "marginal" or "under-achieving" student. Two major objectives were used as the guidelines for the implementation of the program. One objective was to develop within the students academic skills which would equip them to compete successfully in a college program. A second objective was to enable the student, through the total experience, academic and counseling, to arrive at a realistic concept of himself. Hopefully, the student would gain greater self-understanding and thus could make wise decisions concerning his academic and/or vocational and personal goals.

To implement the objectives of the program the major emphasis had to be placed on the individual's needs. Focusing on individual needs became more than a cliché for this faculty. Several methods were used to determine the student's academic and emotional needs. In addition to a number of

standardized tests, several conferences were held between students and staff. Written expressions of former experiences in school were also given. This enabled teachers to identify attitudes and past successes. Armed with the information gleaned from these several sources, each teacher planned methods for meeting the students where they were scholastically and emotionally.

Student Enrollment

Of the seventy-eight students enrolled in SPEED, sixty-four lived on campus. Fourteen commuted to classes from the surrounding community. No studies were conducted to explore the differences, if any, between the progress of the residential and community student. Forty-one of these students were initially accepted into the college's traditional "On-Trial Program". This was done before it was known that South Georgia College would conduct the special program. The majority of the students, who had been notified that they could come to South Georgia "On-Trial", also fell into the categories described in the program proposed. Specifically most of the students had a total score of less than 700 on the SAT and less than a 1.7 high school average. This is based on the scale of A=4. These students were notified that they had the opportunity to participate in a newly developed program. Some were dissatisfied with the fact that no college credit would be given for their summer's work. Static from this fact was noted throughout the program.

The program was originally designed to accommodate sixty students. On registration day when seventy-eight showed up to enroll, the faculty agreed to accept the responsibility of the additional eighteen students. The summer quarter lasted for nine weeks with students attending class for forty-two days.

Faculty

The faculty in academic subjects included five full-time teachers and a speech teacher on a one-third basis. Four counselors, including the research specialist, gave attention to group and individual counseling. Five tutors, three of college age and two who are certified teachers, rounded out the staff. The total staff working directly with the program numbered fourteen and one-third persons, indluding the program coordinator.

Regular faculty meetings provided the key to the excellent communication which existed throughout the program. Since all classes concluded for lunch at the same hour, it was reasonably convenient for the faculty to eat lunch together daily. From the cafteria the faculty adjourned to a classroom for a twenty minute informal conference. During this period ideas were shared, problems discussed and information disseminated. The faculty agreed that this experience helped to extinguish problems before they got out of control. An unusual spirit of cooperation was an out-growth of this daily meeting.

Co-Curricular Activities

The program of co-curricular activities revolved around two major features. They were the election of a summer student council and an elaborate cultural event series. During the second week of the program, each of the four groups elected two representatives to form a student council. This group of eight students functioned as a planning and coordinating committee for all social and co-curricular activities. Through the student council excellent leadership was provided and the participants appeared to gain an additional dimension of experience. An intramural program, a dance, a watermelon festival and other informal gatherings were sponsored by the student representatives. During the final week of classes, an assembly program was

held primarily as a final get-together of the entire group. The President and the Academic Dean of the college addressed this group. Another function of this assembly was for the students to express public appreciation to the staff. This gesture provided a morale booster for the staff.

This campus was the site of an unusual and extensive cultural event series. The Eighth Congressional District Honors Program, which ran concurrently with the SPEED project, brought to the campus some outstanding performers and speakers. The students in the project were encouraged to attend the series where they would be exposed to a variety of events which broaden their experiences. One of the tutors volunteered to give some background on each of the events in order to build up interest for a particular program. Since participation was not required or attendance checked, it was impossible to determine student involvement with the cultural events.

SECTION II

METHOD

Structure for Classes and Counseling

The seventy-eight students were divided randomly into four groups. Two groups had nineteen students and two groups had twenty students. The entire program was arranged so that each group became a unit that followed the same basic schedule each day. This type of grouping proved valuable in some ways. It was effective for the group counseling experience. It gave the individual a small unit with which to identify, and in which meaningful relationships were more quickly developed. The random grouping did create some problems in the academic subjects because of the diversity of scholastic proficiency. For teaching purposes, the teachers arranged the students within the group so that each person was able to work at his own pace. The structure was flexible enough so that if a student was identified as being competent in math but weak in reading skills, he was released from math to give additional attention in the reading laboratory. The student's proficiency had to be determined by the teacher before permission was granted to focus in another area.

Academic Program

The following sections will describe the formal academic program in SPEED. At the conclusion of the fourth week of classes, the coordinator requested each faculty member to give a brief written description of the type of work they were doing. A statement of objectives and procedures was included in most of the reports. This information was also used as the basis of a newspaper article requested by Dr. Jack Duncan. At the conclusion of the session, some individual faculty members and some as a group within their

discipline prepared a summary of their work for the summer. This document also included recommendations related directly to their discipline. Both the mid-term report and the final report written by the teacher will be presented in the Exhibits Section of this report. This will give a more complete picture of what took place within each subject area.

Mathematics

There were two sections of mathematics. One was taught by Mr. L. D. Bass, and the other by Mr. Byron Hinson. Mrs. Ann Sizemore was the tutor for Mr. Bass's group, and Mr. Jimmy Williams was the tutor for Mr. Hinson. Each of the two teachers had his unique personality, but basically the approach to the subject was quite similar. The teachers and tutors had regular conferences to discuss student progress and teaching methods deemed effective. Each teacher and tutor had a total of thiry-nine students in four sections. No section had more than twenty students thus enabling the staff to know the pupils fairly intimately.

A number of students felt that math was receiving an unproportionate amount of time in the program. Many complained on the basis that they would take only one further course in mathematics during their college career.

Even though several students had credit for as many as three or four college preparatory math courses, they had a minimum skill in mathematics. It is evident, both from test scores and attitude changes, that the mathematics section of the program was very successful.

Writing

The writing of the program was under the able leadership of Mrs. Ouida Alexander. Her tutor was Miss Rita Lee. One teacher and one tutor was responsible for all seventy-eight students in the writing program. The length

of time in class and laboratory was four and one-half hours per week with an additional optional hour long laboratory in the afternnon. The teacher experienced a great deal of frustration in determining where to begin with each student. As evidenced by early performance and test scores, the students were not prepared to do formal writing. Most students had difficulty in writing a complete sentence. Others would write several lines without a single punctuation mark.

Even though the students were not given a formal grade on written work, there was a great deal of interest when work was returned to the student. The student seemed more concerned about his errors than about a specific grade. Mrs. Alexander and Miss Lee held conferences with each student to discuss areas where the student was succeeding and where he needed additional work. More time was needed for drill and exercises to illustrate the principles to which the learner had been exposed. It required only a casual perusal of student work to note the tremendous strides made from the beginning of the course. Students appeared to enjoy their work in writing.

Reading

The reading program began under the direction of Mr. Bill Antoine. Two tutors, Mrs. Lurlyne Smith and Mr. Julian Bryant, were his assistants. At the conclusion of the sixth week Mr. Antoine resigned his position as the teacher. Fortunately, Mrs. Smith and Mr. Bryant were quite capable of taking over the group and bringing the session to a successful completion.

Many students indicated a change of attitude toward reading. Some discovered the importance of effective reading in relation to the successful completion of a college education. Significant improvements were made as evidenced by the scores on the Nelson-Denny Reading Test.

Speech

The speech course was taught by Mrs. Beth Newman. The most apparent weakness of the speech program was the lack of time allotted to this area of communication. The students, for the most part, were quite positive toward the work in this field. Many expressed the desire for additional emphasis because they considered oral communication a major individual weakness. A variety of techniques were employed which seemed to enhance student interest. It is impossible to objectively evaluate individual progress in this area.

The Counseling Portion of SPEED

Description of the Counseling Services:

Four people were responsible for the counseling carried out in the S. P. E. E. D. program at South Georgia College. They were: Gerald N. Ross, who was the coordinator of counseling; William Winkie; Clay Arnold; and Marvin Pulliam. At the inception of the program the counselors were called on to select four groups of students from the seventy-eight who registered in the special summer program. This selection was made randomly by taking the student's registration forms and dividing them among the four counselors. Since there were not an equal number of girls and boys, six girls were assigned to each of the groups. Scheduling was arranged so that each of the four groups had a two hour exposure to the areas of English (communication skills), mathematics, and group counseling.

Mr. Winkie was assigned Group IV, which met from eight o'clock until ten o'clock each morning. There were eighteen members in this group. Group IV subdivided into two smaller groups which met one hour daily. Monday, Wednesday, and Friday were group counseling days; Tuesday and Thursday were set aside for the creative behavior problem-solving laboratory.

Mr. Arnold was assigned Group III, which met from ten-fifteen until twelve-fifteen each morning. There were nineteen members of the group. The group was subdivided into two sections which met one hour daily, Monday, Wednesday, and Friday. The whole group met on Tuesday and Thursday for the creative behavior problem solving laboratory.

Mr. Ross was assigned Group II, which met from ten-fifteen until twleve-fifteen daily. There were twenty members in this group. The group was subdivided into smaller groups of eleven and nine members who met one hour daily. All five days were used as group counseling days because of the time commitments. (I missed many of the group meetings to attend SPEED meetings in Athens and Atlanta. While Mr. Lackey attended the administrative development conference in Athens, I filled in as director of the program and missed some sessions with the group).

Mr. Pulliam was assigned Group I. This group met from one o'clock until three o'clock in the afternoon. There were twenty members in this group. The group was subdivided into smaller sections which met one hour daily.Monday, Wednesday, and Friday. Tuesday and Thursday the whole group met one hour for the creative behavior problem solving laboratory.

Physical Facilities:

Two group counseling rooms were provided for use by the counselors. These rooms were both located in the residence halls. Neither room was air conditioned and one of the rooms was not properly ventilated or lighted (the basement of Cooper Hall). Both of these rooms were unsuitable for our counseling needs. In actual practice the counselors used a variety of different rooms to conduct group counseling. Many of the rooms used were classrooms and these were not confidential. Mr. Winkie's group met on the front porch of Cooper Hall. Mr. Ross's group met in his office or in the Thrash Hall Con-

ference Room. Mr. Pulliam generally met his group in a classroom for creative problem solving or in the basement of Cooper Hall for group counseling.

Individual Counseling:

Individual counseling was available to any student in the group who wished to participate. However, the only hours available for the counselors to have individual sessions were from three in the afternoon until five or six in the evening. Students were in classes until three in the afternoon and the counselors ran into opposition from the faculty trying to schedule counseling appointments during class hours.

Subjective Evaluation of the Counseling Portion:

When writing this section it is hard to keep from using clichés and overworked phrases; however, all four counselors agreed that each student in the program seemed to derive some measure of personal growth. By personal growth we mean that by the end of the program all of our students seemed to gain a new prospective about themselves and about their relation to other people. I hasten to add that the counselors do not wish to indicate that it was the group counseling, or the mathematics, or the communications portion of this program that was the greatest contribution to student growth. It seems to us that having experienced this program our students seemed to have gained a measure of personal benefit from it. Group counseling contributed to this phenomenon. I think a parent of one of the students summed this up concisely by saying that her son certainly had changed this summer, "When he comes home he seems to be more at peace with himself than he ever was before."

We feel that several changes took place in our students during the summer. Students learned to relate to other students, faculty, and staff

members in a more meaningful way. They learned that their opinions and beliefs were important and they were encouraged to express themselves. We feel that this was a direct result of the concern and caring for relationships that faculty members and counselors established with them. One of the important outcomes of the summer was that our students now know what counseling is and a majortiy of the students expressed a willingness to continue this kind of experience on a voluntary basis in the fall. Some of our students are now able to take a realistic look at themselves so that many of them were able to formulate goals as a result of this summer's experience. The particular goal that the student chose was, of course, important to him but maybe even more important was the fact that these students were able to say, "I want" to do this. We feel that a majority of our students saw themselves in a new light at the end of the program. They seemed to have gained a self confidence and feelings of self worth. Many of the students seemed really surprised that they were treated, by the counselors and the faculty, as individuals worthy of respect even though they were poor students. (Group W)

Group counseling helped to bring these changes about by providing a place where students could feel free to ventilate feelings about themselves and their immediate situation. Counseling helped by providing the atmosphere in which the student could express his beliefs, values, and opinions. The groups contributed to an understanding of how to relate meaningfully to other people by creating the conditions in which students were actually relating meaningfully to other people. The groups helped by providing a place where students could let down the barriers and be themselves. The feelings of all four counselors about this summer's experiences can probably be summed up best by this statement from Bill Winkie "I have come to know nineteen people. I have witnessed no major personality changes, no miracle

cures, no profound revelations. What I have seen is a steady progressive growth on the part of each member of my group."

All four counselors felt that in some ways we were not effective. At the end of the summer some of our groups were functioning at an artifical and shallow level. Some particular combinations of people were not able to relate to or accept each other. Some students were not able to accept the counselors, or the math teachers or the writing teachers or all of these. Some counselors could not accept and were threatened by their students. All of the counselors felt that they made more progress in individual sessions than they did in the groups. A majority of students stated in their mid-point evaluations that the counselors could help them more by giving them more individual attention. The counselors should have demanded that the program have more flexibility in the area of individual counseling. That is we should have fought the opposition that said they could not release people from classes for individual couseling sessions. We started with a good communication line to the faculty but lost this communication half way through the program.

Testing

The test administered by the counselors were:

1. Meyers, Brigg Type Indicator, Pre & Post test
2. Torrance Test of Creative Thinking, Pre & Post test
3. Edwards Personal Preference Schedule
4. W. A. R. P. Scale (Pre & Post, our own subjective instrument)
5. Participating student data questionnaire

The testing was not always conducted in adequate surroundings. When classrooms were not available for the counselors' testing use we sometimes ended up in rooms which did not have desks and were not properly lighted or

ventilated. All of the counselors felt that we administered and graded too may tests in this nine week period of time. We felt that the student had a sharp negative response to the testing that took place. The above paragraph tends to indicate that at least some of the tests results were invalidated by these conditions. We will have further comments about testing in the general recommendations at the back of this report.

Creative Behavior Problem Solving Laboratory

Marvin Pullian conducted his Creative Behavior classes throughout the summer on Tuesdays and Thursdays. Clay Arnold conducted Creative Behavior class for six weeks on Tuesday and Thursdays. Bill Winkie taught Creative Behavior for four weeks and then dropped it. Gerald Ross did not hold the creative behavior laboratory at all. We assumed on the basis of the Albany Workshop that this part of the program was to be conducted by the counselors within their own groups. This was a mistake. We realize now that to teach an effective course in creative behavior, we should have rotated the counselors so that each of us would teach the other's group. Some comments pertinent to the creative problem sloving laboratory are included in our recommendations section.

Recommendations:

1. That pre and post testing be given to the students exterior to the program. The pre testing could be handled in one day prior to the opening of classes in the summer. The post testing could be handled during a final examination period after the program has ended.
2. Stremline the testing. Use the tests which are the most functional on the basis of information derived from this program.
3. That a full time research and evaluation director be hired to carry out all testing and manipulation of data.

4. That proper physical facilities be provided to this director so that his tests results are not influenced by these conditions.
5. That all students must complete all tests as a condition for their completion of the program.
6. The counseling groups should be formed as they were this summer but after an introduction to the group process, those individuals who do not wish to continue group counseling should have the choice to leave the group. Some of our students were really threatened by group counseling this summer. These students usually stopped attending the group sessions anyway.
7. That any student should have the freedom to attend any lecture, laboratory, or counseling session that he chooses to attend. We feel that the formal structure of the schedule is essential but that each individual should have the freedom to choose the type of help that he desires <u>when</u> he desires it.
8. Functioning within your own group as a teacher of creative problem solving tends to negate the counseling relationship. Perhaps a trained specialist should teach this course; but if the course is to be affiliated with the counselors, each counselor should be sent to Athens to take a short course from Dr. Torrance before the summer begins.
9. The counseling groups should meet two times weekly for two hours at each meeting. Individual counseling should be given more emphasis.
10. Facilities should be provided for the counselors that are clean, well lighted, properly ventilated, confidential, and air conditioned or heated.

SECTION III

DISCUSSION OF OUTCOMES

Methods of Evaluating Program

In evaluating the program it is important to examine more than the objective test data. A number of techniques were utilized to evaluate attitudes of both faculty and students. These subjective reports shed light on the impact of the program as experienced by teachers and students.

For the purpose of keeping continuous current records, each teacher was asked to report an evaluation of each days experiences. This sounded like an annoying time consuming task in the beginning. The mechanics of this procedure were simplified by the use of a Stenorette dictating machine. This machine was located convenient to the teachers. They were asked to report on a regular basis the progress of the group, helpful tools they were using and the problems and frustrations they were facing. The recording was transcribed and a copy made available to the total staff. This proved helpful in keeping all of the staff informed of what others were doing. As a result of this procedure of disciplined recording a significant compilation of material has been retained. This material will prove helpful in the establishment of any future program of this type. These subjective reports have already been forwarded to Dr. Duncan and Dr. Miller.

Several opportunities were given for the students to evaluate the program, and to make suggestions for its improvement. Since the program was of an experimental nature, it seemed wise to get extensive feed-back from the students while the program was in progress. Periodically, students were asked to give their candid appraisal by recording their reactions. This was accomplished in an anonymous fashion. During the sixth week, every

student was asked to fill out an evaluation form expressing his attitude toward all facets of the program. The results were revealing in that students were apparently honest in their comments. Several negative feelings were noted. Some examples of the most recurring were: too much homework; class periods too long; no college credit; schedule unlike college program. On the positive side, some of the prominent feelings expressed were: a tremendous amount of material learned; college level work now a possibility; total staff intensely interested in them as a person.

Objective Evaluation

The testing instruments used in this program are as follows:

ACADEMIC AREA TESTING:

1. The Barrett Ryan Schrammel English Test, - pre and post-testing
2. The Nelson Denny Reading Test, - pre and post-testing
3. The Lankton First Year Algebra Test, - pre and post-testing

CHARACTER AND PERSONALITY TESTS:

1. The Myers Briggs type indicator, pre and post-testing
2. The Edwards Personal Preference Schedule, one test given the fifth week of classes
3. The Torrance Test of Creative Thinking Forms A & B administered pre and post-testing

DEMOGRAPHIC DATA:

1. The Summer Program Participating Student Personnel Data Questionnaire

ACADEMIC AREA TESTING

Lankton First Year Algebra Test

Seventy-eight students attended classes in the mathematics area. These

students were given the Lankton as a pre-test the first week of classes and were given the same form of the Lankton as a post-test the last week of classes. There were eight weeks between the two tests. Two mathematics instructors were assigned 39 students. Separate information will be given for each instructor as well as a global account of the mathematics testing.

The mean raw score for the pre-testing was 21 or a standard score of 150 and a percentile equivalent of 55%. The mean raw score for the post-test was 26 or a standard score of 158 and a percentile equivalent of 74%. Stanine equivalent increased from stanine 5 at the pre-test to stanine 6 at the post-test.

Mr. Bass's class of 39 students scored a mean raw score of 19 at the pre-test. The mean raw score for the post-test was 26 = an increase of seven raw score points. Mr. Hinson's class of 39 students scored a mean raw score of 22 at the pre-test and a mean raw score of 26 at the post-test - an increase of 4 raw score points.

The Barrett Ryan Schrammel English Test

Seventy-eight students were given the Barrett Ryan Schrammel English test by the writing instructor, Mrs. Ouida Alexander. The pre-testing was conducted the first week of classes and the post-testing took place the last week of classes during the summer.

Pre-Tests

The mean raw score for the Total Score on the pre-test was 90 or a percentile equivalent of 25%. The mean raw score for test 1, grammar, at the pre-test was 23 or a percentile equivalent of 32%. The mean raw score for test 2, sentences, was 22 or a percentile equivalent of 46%. The mean raw score for test 3, punctuation, was 16 or a percentile equivalent of 27%. The mean raw score for test 4, vocabulary, was 12 or a percentile equivalent

of 21% at the pre-test. The mean raw score of test 5, pronunciation, was 17 or a percentile equivalent of 26% at the pre-test.

Post-Tests

The mean raw score for the total score, at the post-test, for the Barrett Ryan Schrammel English test was 99 or a percentile equivalent of 34%. The mean raw score for test 1, Grammar, was 24 or a percentile equivalent of 37% at the post-test. The mean raw score for test 2, sentences, was 26 or a percentile equivalent of 58% at the post-test. The mean raw score for test 3, punctuation, was 17 or a percentile equivalent of 34% at the post-test. The mean raw score for test 4, vocabulary, was 12 or a percentile equivalent of 21% at the post-test. The mean raw score for test 5, pronunciation, was 20 or a percentile equivalent of 35% at the post-test.

Summary

The mean raw score for the total score at the pre-test was 90, the mean raw score for the total score at the post-test was 99. This represents an increase on 9 raw score points on the total score. The percentile equivalent at the pre-testing was 25%. At the post-testing the percentile equivalent was 34%. This represents an increase of 9 percentile. The mean raw score for the grammar test at the pre-testing was 23 or a percentile equivalent of 32%. The mean raw score for the grammar test at the post-test was 24 or a percentile equivalent of 37%, or an increase of one raw score point and 5 percentiles. The mean raw score for the sentences test at the pre-testing was 22 or a percentile equivalent of 46%. The mean raw score for the sentence test at the post-test was 26 or a percentile equivalent of 58%, an increase of 4 raw score points and 12 percentile. The mean raw score for the punctuation test was 16; percentile equivalent of 27% at the pre-test. The punctuation test was 16; percentile equivalent of 27% at the pre-test.

The mean raw score for the punctuation test was 17; percentile equivalent 34% at the post-test, an increase of 1 raw score point and 7 percentile. The mean raw score at the pre-testing for vocabulary was 12; percentile equivalent of 21%. At the post-test the mean raw score for vocabulary was 12 and the percentile equivalent was 21%. The mean raw score for the pronunciation test was 17, a percentile equivalent of 26% at the pre-test. The mean raw score for pronunciation at the post-test was 20, a percentile of 36%, an increase of 3 raw score points and 10 percentiles from the pre to the post-testing.

Nelson Denny Reading Test

78 students were given the Nelson Denny Reading test the first week of classes in the summer. The post-test was given the last week of classes. The Nelson Denny was administered at the pre-test by the reading specialist Mr. Antoine, but the post-test was administered by Julian Bryant, a reading tutor, and Lurlyne Smith, a high school counselor and reading tutor. Mr. Antoine left our program after the sixth week of classes.

Pre-Test

The mean reading rate at the pre-test was 211.9 words per minute, a percentile equivalent of 37.6%. The mean raw score on the vocabulary portion of the Nelson Denny was 25 or a percentile equivalent of 23.7%. The comprehension raw score was 27.5 or a percentile equivalent of 22.1%. The total vocabulary and comprehension raw score was 52.5; the percentile equivalent of this score was 21.1%.

Post-Test

The reading rate at the post-test was 277.6 words per minute, a percentile equivalent of 56.5%. The vocabulary raw score was 32.3, a percentile equivalent of 38.4%. The comprehension raw score was 38.5, a percentile

equivalent of 44.8%. The total vocabulary and comprehension score was 70.8, a percentile equivalent of 42%.

Summary

The reading rate increased from the mean of 211.9 words per minute at the pre-test to the mean of 277.6 words per minute at the post-test. The percentile equivalent of the reading rate increased from 37.6 at the pre-test to 56.5 at the post-test. This represents an increase of 65.7 words per minute from the pre to the post-test and an increase of 18.9 percentiles. The mean vocabulary score at the pre-test was 25, a percentile equivalent of 23.7. At the post-test the mean vocabulary raw score was 32.3 and the percentile equivalent 38.4. This represents an increase of 7.3 on the vocabulary raw score and an increase of 14.7 percentiles. The mean raw score of the comprehension portion of the Nelson Denny was 27.5 at the pre-test; a percentile equivalent of 22.1. The mean raw score of the post-test was 38.5, a percentile equivalent of 44.8. This represents an increase of 11 mean raw score points and an increase of 22.7 percentiles. The total vocabulary-comprehension mean raw score at the pre-test was 52.5, a percentile of 21.1. The mean raw score at the post-test was 70.8, a percentile equivalent of 42. This represents an increase on the total V.C. mean raw score or 18.3 points and 20.9 percentile.

Character and Personality Tests

The character and personality test administered in the S. P. E. E. D. Program this summer were the Myers Briggs Type Indicator, the Edwards Personal Preference Schedule, and the Torrance Test of Creative Thinking.

Myers Briggs Type Indicator

The Myers Briggs Type Indicator was given by the four counselors in their group counseling sessions. The pre-test was given the first week of classes

and the post test the last week of classes. The answer sheets were sent to Athens to be machine scored. A full analysis of the Myers Briggs is being compiled by Dr. Ted Miller and Dr. Wayne Antenen.

Edwards Personal Preference Schedule

The Edwards was given at the fifth week of classes by the counselors within their group counseling sessions. An analysis of the Edwards for the three participating colleges and the cooperating colleges is being prepared by Dr. Miller and Dr. Antenen.

The Torrance Test of Creative Thinking

Forms A & B of the Torrance were given by the counselors within their group counseling sessions. Form A was given as a pre-test, Form A was given as a pre-test, Form B as a post-test. The post-test scores on the Torrance have not yet arrived from the scoring service in New York.

SECTION IV

FINDINGS, CONCLUSIONS, AND IMPLICATIONS

1. A variety of teaching techniques must be employed to effectively reach the underachieving student. The lecture method is probably the least effective approach.
2. Individual assistance was the key factor in the progress of the student. The availability and interest of the faculty was of major importance.
3. Most of the faculty confessed the difficulty of breaking the "traditionalist mold" in actual teaching procedures. Perhaps, the most innovative technique was the reality of focusing on individual needs.
4. Under the structure of our program, it was difficult to achieve the flexibility of schedule which may have been more desirable for the individual student. There was a degree of flexibility for the student, but it was primarily contingent on the teacher's decision rather than the student's.
5. Programmed materials are a valuable aid for the student who is weak in a subject area, but has motivation to work on his own. Programmed materials are not practical for use with a student who is not self-motivated.
6. An appropriate textbook was not discovered for use in either the math or the writing course.
7. The teachers feel the need to develop their own materials which will do a more adequate job with students of this caliber.
8. Additional information is needed on each student before the program actually begins. This could be derived from demographic data, pre-test data, and personal interviews given prior to the beginning date

of the project. This would provide assistance in placing and scheduling each student in a more logical fashion.

9. Students in this program lacked confidence in their ability to achieve. They entered course work with the intention, conscious or unconscious, of failing. Most considered themselves as failures.

10. Students became more confident in their ability as they achieved daily success. They also received undergirding from their peers and from the staff which encouraged persistence staying with their work. A tendency to "give up" when the going got rough was overcome in many of the students.

11. The presence of students in the Eighth Congressional Honor's Program had a negative effect on the students in SPEED. They constantly compared themselves with the honor students thus compounding their negative feelings about themselves. Apparently the presence of the honor students magnified the educational or intelligence gap.

12. The faculty gave a mid-term evaluation which temporarily sparked greater diligence in study. This evaluation was useful, but should be accomplished primarily through an interview with the student. No matter what type of grading symbols one employs, the student converts those symbols to more familiar grades.

13. Students considered the program to be of value. Only one student dropped out of the program. She was planning to attend Stevens College in Missouri where she had been accepted for the fall quarter.

14. According to the teachers, the students had difficulty in applying the principles of logic in any of their course work.

15. Students were dilatory in accepting responsibility for work outside of the class or laboratory setting.

16. Students demonstrated a negative attitude toward the testing program. They appeared over-sensitive about the tests pointing up their abnormalities and weaknesses.

17. The summer experience is unrealistic in comparison to the regular routine of college work.

18. Daily luncheon faculty meetings proved to be an effective channel of communication. Problems were known immediately and dealt with before they got out of proportion.

19. Many students disclosed that they asked questions and participated in class discussions for the first time in their lives.

20. Students perceived that they were accepted as a person of worth both by faculty and their peers.

21. Students seemingly became aware of others to an extent never before experienced. They manifested concern for each others success, appearance, and participation in the entire program.

22. Attitudinal changes were the most notable factor in the program. These are difficult to measure, but it is apparent that many students feel more positive toward themselves, others, and their future.

23. Without question, the "knowledge gap" was closed to a very great degree. There is much evidence to support this from the test data.

24. It is impossible to predict the number of students who will be successful in college. It is believed that there will be a high percentage of students who will succeed.

25. The tutors proved to be a valuable asset to the entire program. They could communicate with some students that the teacher could not reach.

RECOMMENDATIONS

Many of the following recommendations were included in the reports of each academic and counseling area. It is believed that the ensuing recommendations should receive priorty consideration.

1. Because of the experimental nature of the program, it is recommended that there be a systematic method of sharing ideas concerning teaching techniques and approaches from each participating school.
2. A more complete bibliography concerning work with this type of student should be disseminated to all faculty at the earliest possible date.
3. Travel money should be allocated so that faculty members could not only attend workshops, but so that they could observe various experiments in learning labs.
4. Faculty members should be notified of their participation in the program as early as possible. This would give them the opportunity to prepare more effectively for the experience.
5. More extensive sensitivity training should be given to the staff prior to the finalizing of the plans. This training should insure a greater flexibility within the program.
6. Additional personnel is needed in the communication area. Writing and reading are distinct disciplines and both should receive equal time with mathematics.
7. A full time person in testing and research should be employed. This individual should administer all tests at the experimental and the partner school. The pre and post testing should be conducted exterior to the program.
8. A full-time secretary should be available to the faculty.

9. Definite standards and requirements for completion of the program should be established and communicated to the students.
10. Extensive field trips should be planned for maximum exposure to the surrounding world.
11. The objective of the program should be clearly stated prior to the project, and it should not be altered during the progress of the session.
12. If a similar project is to be conducted in the future, participating schools should be notified at an early date.
13. The maximum number of students in a class should be fifteen.
14. Counseling groups for all students should be formed at the outset of the program, but those who desire should be permitted to drop out of the group.
15. A program like SPEED should be continued, and should be offered on as many campuses as possible.

EXHIBIT A

DAILY SCHEDULE FOR STUDENTS IN GROUP II

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:15 A.M.	Writing	Writing	Reading	Reading	Reading
9:15-10:00 A.M.	Writing	Speech	Reading	Speech	Writing
10:00-10:15 A.M.	Break	Break	Break	Break	Break
10:15-12:15	Group Counseling	Creative Problem Solving	Group Counseling	Creative Problem Solving	Group Counseling
12:15 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-3:00 P.M.	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
3:00-4:00 P.M.	Optional Labs	Optional Labs	Optional Labs	Optional Labs	Optional Labs
7:30-9:00	Reading Lab Open			Reading Lab Open	

The above schedule is typical of the one followed by the four groups. The times for classes were different for each group.

EXHIBIT B

Mathematics

Statement of Objectives - Byron Hinson

As I see it, the overall objective of this program is to work very closely with the students in order to help them find their proper places in our society. This does not necessarily mean that each student should enter college this fall. It does mean that each student, we hope, will enter that field that he can achieve some success and be happy in.

We have two basic objectives in mathematics: first and foremost is to help the students acquire the knowledge and skills necessary to successfully do college mathematics; this objective would apply to the student who would enter college in the fall. The other basic objective is to help the student who will not enter college this fall recognize his weakness in mathematics and try to show him that he can partially overcome this weakness by a lot of hard work. I think this program will be successful with this student if it helps him select goals that he can live with, even if it is not a college education. I think it is most valuable to a student to find out that he is not suitable for college without having to go through a quarter and be branded as a failure. This program gives the student this opportunity.

Statement of Objectives - L. D. Dass

"A lot of the problems I have done, I never dreamed I could do them," wrote Claiborne Lewis, a mathematics student in this special summer program. This taste of success for the underachiever, the student who has felt neglected in high school, encapsulates our philosophy for reaching these students.

Students have come to South Georgia College from a variety of backgrounds. Almost all of them have had poor mathematical backgrounds with negative experiences in math. Darlene Doaen frankly admits, "Math is my weakest subject. In

high school I did not realize the importance of it."

The goal of our program is simply to prepare each student to take his place in society, whether it is to compete successfully on a college campus, in vocational school or in industry. We are striving to remove his fear of mathematics, to let him know what success is and to show him that mathematics can be enjoyable. For the student who has felt neglected in high school, this is a chance for him to feel a part of something important.

The small classes of 19 or 20 students are structured for a daily two hour period, with a teacher-tutor-student relationship. Enough variety of mathematics and approaches to it are given by the teacher so that each individual student achieves some success. The students work in class with the personal help and attention of the teacher and tutor as he needs this help. Each student is encouraged to feel that the teacher and the tutor express a genuine personal interest in him.

"We believe students learn by doing, therefore the teacher lectures only when the need arises. Each student is expected and is encouraged to progress at his own rate of speed." As Philip Denison, a student, said, "We don't have time to be bored!"

Separate from class, there is a one hour mathematics lab for the student twice a week or more often, as needed. One class is divided into three lab sessions, making smaller groups of students in each. The teacher and tutor can give much more individual attention to each student in this situation. Carlos Mobley believes "the lab is very helpful because the teacher and the tutor help each one with the part of math that bothers him."

Student reactions to our approach are very positive. After two weeks, enthusiastic George Page stated, "I have learned more than I learned in the past four years of high school. I do like the procedure you follow in teaching because you

don't mind sitting down with the students and thoroughly explaining the problem on which they are working."

Concerning his future, Ray Dyals said, "I think I will be able to make it with the way you are explaining things."

The students are hard workers who desire to learn. They are sometimes very creative in their mathematics coming up with entirely original processes for solving problems! Even so, this shows that they, perhaps for the first time, are beginning to think for themselves.

The span of progress within a class becomes wider as the program progresses. However, each student has made great strides in mathematical ability and in self-confidence. "We do not compare students, but encourage each student to compete with himself, to be all that he can be to grow as much as he can."

Randy Pigge sums up our raison d^etre, "If I could have learned in high school what I have learned now, I might not even be here."

Review of SPEED for 1968 in Mathematics - L. D. Bass - Anne Sizemore

Before we could begin teaching these students, we felt it necessary to find a starting point, an assessment of what each student's experiences had been with math and what math courses he had been enrolled in, including his grade in each course.

This information was given to us on 3 by 5 cards and in esaay form. Other pertinent facts, vocational aim and his objectives for this course, were solicited also. These essays revealed many of the real problems that placed these students in this program.

Hence we undertook the formidable task of conducting remedial math classes and at the same time removing the student's fear of math, giving each student personalized, individual attention, and motivating each student so that he did not lose the desire for success he then had. These essays were essential in pointing out the needs of our students and shaping our thinking in this course to meet their needs.

The classwork that they began with was basic arithmetic operations. They understood this work despite difficulty with fractions. The work they did the first week included the following topics: calculating the least common multiple, using prime factors and finding the square root of a number using two methods. We discussed the desirability of each method and each student selected the method that would be easier for him. I defined some mathematical terms that would be used throughout this quarter and in their future experiences with mathematics. This information was new to many students. It took time for them to digest it.

We also calculated the generating fraction of a given decimal fraction using two methods, followed by a discussion of the desirability of each method.

During this first week the Langton First Year Algebra Test was administered. It was important to give this diagnostic test early in the program so that the true progress in algebra made by our students could be measured since this same test was to be given at the end of the program. The test showed a tremendous range in the algebraic background of our students--confirming the information given to us in essay form by our students.

We concluded the week by working problems involving percent, denominate numbers and numerical geometry.

Two laboratory sessions were held for each math class this week. Teacher and tutor gave each student individual help in putting into practice the principles discussed and worked in class. In each class period this method of individual help given as soon as the student asked for it, and even if he did not always ask, was used to correct his errors of understanding or method as early as possible.

Since there was such a wide range of mathematical ability shown in the classes, some method of grouping students according to their background and ability was thought to soon be necessary. All the first week, enthusiasm continued to be high. All students worked well and made visible progress. A few students enjoyed the

challenge of the Wffn Pruf games, but none had mastered them.

The second week we continued work with percentage problems, denominate numbers and numerical geometry. As the deficiency with these topics was still evident, we introduced verbal problems into the exercises.

We broke each class into smaller groups allowing, the more advanced students to work at a more pleasing rate to them under the guidance of the teacher, and allowing the slower students more time and individual help from the tutor with their work. This arrangement was very satisfactory to each general group. Each made progress.

The classes began work with numbers in base five, comparing base five to base ten. They changed base ten to base 5 and base five to base ten. They added, subtracted, and multiplied in base five. Few students had ever worked in bases other than base ten and indeed were surprised to learn that they had been working in base ten since they started to school!

Matrices in base five were discussed for addition and multiplication. This, too, was related to base ten operations. This change of pace work was found interesting by nearly all students. They worked well.

The last two days of the week were spent in laying a foundation for solving problems by using logic, and in the solving of these problems. It was quickly noted that these students had a critical weakness in using logic. It was imperative that teacher and tutor help each student individually to understand this work. This involved a step by step explanation. Students had little or no carryover of learning from one problem to another. They showed much anxiety.

The second day of work with problems involving logic, the students' anxiety level was lower. They showed some improvement.

I explained some modern mathematical terms and related them to the mathematics

the student had already learned.

At the conclusion of the week, I asked the students to write a paragraph expressing his feelings about our math program and his accomplishments over the last two weeks in this program. The evaluations were positive and very encouraging.

In the two labs which were held for each class this week, students were grouped into small groups according to ability and rate of progress. This was a very satisfactory way to give assistance to students when many were having the same difficulties with the same problems. As much individual attention and encouragement as possible was given each student.

As for class time, we have found that it is more profitable for the students for me to lecture only when the need arises, and to give individual help to students or small groups of students during non-lecture time.

During the third week we began to see that two straight hours of math was tiring to the students--many looked for excuses to excuse themselves. Generally the students worked well, although progress was slow.

We are teaching in groups when possible; however, most of the teaching is strictly individualized. The range of progress is widening with the more advanced students beginning work on factoring algebraic expressions and mental multiplication of algebraic expressions. The entire class soon took up these topics.

Beginning this week, attendance in the lab is either by invitation or is voluntary. We feel that we can do more for a student by his asking for help than by imposing help on him.

The classes worked on fundamental operations of algebraic expressions. We removed symbols of grouping, then added or subtracted expressions. We multiplied algebraic expressions with emphasis on exponents. For some of our people, this was a new experience since some had never been enrolled in an algebra class.

This was a learning experience for all our students.

Midweek, students began performing fundamental mathematical operations using all bases from the binary system of numbers to the duodecimal system of numbers. This was a rewarding experience as we observed the expressions on students' faces as each met some degree of success.

We felt that our students were looking at themselves critically. This was the first time that some of these students had accepted responsibility and had met with success. They felt a part of something important and appeared happy in what they were doing. Attendance continued to be excellent with few students tardy. For these reasons I felt that should the program end at this point, it would still be successful.

The classes continued into the fourth week their work on fundamental operations of algebraic expressions. They removed additional symbols of grouping and combined similar terms. They also divided algebraic expressions. Most students experienced a high degree of success. Individual help was given particularly to those students who had never had algebra.

Work continued with exercises in mental multiplication. We found the square of a binomial, the product of the sum and difference of the same two numbers, and the products of trinomials. The more advanced students began factoring algebraic expressions.

Students became more confident in their mathematical ability as they achieved daily successes. They continued to work earnestly and appeared happy with their work.

A review of the operations of the algebraic expressions just mentioned was given to both classes. Since the problems involving these operations were mixed together, we found many students expressing frustration in remembering exactly how to solve each type of problem. All students experienced some success with many

finishing this exercise quickly and correctly.

Each class began factoring algebraic expressions. They extracted common factors from polynomials and found the sum or difference of two cubes. Teacher and tutor continued to give individual help as students needed it. Sometimes we felt the need of being in ten places at once. There was enough work to justify having another tutor for each class.

The laboratory sessions were held for students on a voluntary basis. Nearly the whole class came, often with interested students from another section coming also.

I lectured briefly on factoring quadratic trinomials, in keeping with my decision to lecture only when necessary. Students tackled problems of this type, receiving help with their work.

The students who had completed correctly all exercises in factoring were given a mimeographed sheet of algebraic expressions to be factored. All the operations that they had studied involving factoring algebraic expressions were used on this sheet, but in no special order. Again there were students who were confused as to which operation to do. Most students found this challenge enjoyable, however. The next day this sheet was given to the entire class. Students did express anxiety over their difficulty in knowing what step to take initially.

It became apparent that the lab for Group II, which follows their regular afternoon class, works a hardship on the students. Three straight hours of math tires the students. We plan to ask these students if any would like to come for math lab during their free hour in the morning. Having smaller lab groups, teacher and tutor could give each student more individual help in this way also.

Classes were held on Saturday to make up for the holiday of last week. Students were exhausted.

Each class again gave a written evaluation of the class and their own progress.

Their comments continued to be positive. Some students wanted to slow down, others were happy with the pace. We depended on these evaluations as one means of alertin us to difficulties or lack of communication that have not shown up. Even the shy students appear frank in their appraisals. They are responding well to the indi- vidualized help they are receiving and expressed their pleasure at having this help

We began the fifth week by passing out two mimeographed sheets of expressions to be factored. There was almost no carryover from last week's lessons by some students. Others had little or no difficulty solving the problems. We continued to work individually with students as they needed help.

Some students from Group II came for lab during their free hour 10:15 to 12:15. This did ease the burden of three straight hours of math for these student and permitted them to have specialized help with whatever math difficulties they were having. About one half of the students chose to remain in their afternoon la

The tutor has been checking the work that the students have completed in thei workbooks. The students are then required to redo the problems that were not sati factorily done. This checking caused our students to be more careful in their work.

The classes started work with fractions. They reduced fractions to the lowest terms, and for other fractions, found the lowest common denominator. There was a wide variation in the degree of success that students had in performing thes operations. We strongly urged those students still having difficulty in factoring algebraic expressions to be in lab for individual help with this problem area.

I began scheduling individual conferences with each student for evaluation and encouragement. The midpoint of the program had been reached. We felt it essential to let each student know how he was doing in progress in this subject area, with his work habits, and his effort. Each student was told what he needed to do in order to avoid taking remedial work in math in the fall.

After a brief lecture on procedure, the classes began multiplication of fractions. Students who had not completed their workbooks up to this point worked on this incomplete work. Only the more advanced students progressed to the exercises dealing with division of fractions, although I lectured on this to the entire class.

The achievement span of our students was very wide at this point. Students who had never had algebra were far behind the rest of the class. When these students expressed a desire for help, extra help, we gave it. We encouraged the student to take the initiative to ask for help, or to recognize that he needed help

Many students complicated their work with careless errors and inaccurate factoring. For this reason, morale became low. Only repetitious individual help from teacher and tutor helped the students overcome this lag phase. Students became disgusted with their errors and gave more effort to their wodk with our encouragement.

In the sixth week, I encouraged students to re-examine their objectives, and decide what math course they hoped to be taking in college this fall, and to work toward that objective. They gave the course number of the class they hoped to take on their information card. The decision will be made in agreement with the student's vocational aim and with the consent of the student.

The tutor has been checking the work of our students during the past week. Many students made tremendous strides forward, while others made little effort and little progress.

Beginning this week we scheduled only one lab per week for each of our groups. We emphasized our availability and our interest. Our purpose was dual. We wanted students to develop enough maturity to ask for needed help and we wanted to allow Mrs. Alexander an extra hour a week for writing.

All student workbooks were collected for assessment of progress and achieve-

ment after the section on fractions was completed. Students were expected to correct the errors that they had made, and by so doing, increase their understanding of these problems, hopefully not to repeat these errors.

As we began work with linear equations and fractional equations, student interest again bloomed. Many students achieved a high degree of success; all worked well. Again the more rapid workers advanced beyond the work the class did as a whole. We encouraged these students to work at a pace that challenged them. We did not tolerate laziness on the part of any student. On Mondays we found that students seldom gave us their best work.

I lectured briefly on solving simultaneous linear equations by addition or subtraction and by substitution. Students worked similar problems during class time. We gave each student individual help and checked on the accuracy of his work. All students made progress. Some few students came for help during morning lab.

In the seventh week, we still got good cooperation from groups I and II. Few students were tardy or absent. They showed tremendous interest in their work, making rapid progress.

We began work with simultaneous equations in two or three variables, solving for variables by addition and by using determinants. We found that working with determinants was a new experience for most students, especially the 3 by 3 matrices Students were interested, successful. We checked with each student to make sure he understood this work.

At this point we planned the topics to be covered during the next two weeks in order to give the most possible help to the students in the short time left.

The tutor continued to check the workbooks of the students as they completed their work through determinants. She has been writing comments in their books to give encouragement and praise when possible and to criticize when neces-

sary. Most comments were favorable.

Students advanced to exercises dealing with positive, negative, and zero exponents. The computations to be performed with these exponents were utterly foreign to our students. Each student had to be shown individually how to make these computations before he could proceed with the exercise. Lecture on new work was lost on these students. They did not or could not follow what I said at the board.

The work with fractional exponents and roots of numbers was very difficult for our students, and very confusing to them. All were challenged and worked well.

At the beginning of the eighth week the classes began solving quadratic equations by factoring. They continued work with negative and zero and fractional exponents. They also simplified certain radical expressions. The pace of our work had become quite rapid. Students responded well. They solved quadratic equations using the quadratic formula and began computations with radicals. This was a definite challenge to every student. Again students had to have individual help in understanding their work.

Books were turned in for correction by some students. Progress was rapid.

Students were asked to fill out an evaluation sheet for the program. It only took a few minutes. Each of the other two participating schools will have students fill out this form.

We introduced to the students the one and two dimensional co-ordinate planes and gave a discussion of each. We plotted points on a one dimensional plane, then graphed linear equations and linear inequalities on the two dimensional plane. Students wrestled with these problems. Many had never plotted a point.

The class progressed to multiplication of radicals. I first showed students how to do this computation and how to simplify the results. Most students still failed to grasp the lecture type of instruction but depend completely on individual

help.

More students came for help outside of regular classes and labs. These people showed more progress than others.

During the last part of the eighth week, we administered the Lankton First Year Algebra Test for the second time. The difference in their test scores was to be a measure in their improvement of skills in algebra only, over the span of this program. Much work that we did with these students was in areas other than algebra, which was not tested for on this test. We did not teach for this test or even refer to it after it was administered during the first week of the program.

The results were gratifying. Many students made spectacular gains which will be considered as very significant in the evaluation of this program. In Group I the average raw score increase was 9. In Group II the average raw score increase was 5½. The reasons for the differences in the average raw score gain between the two classes may be attributed to the fact that Group II had taken another test that day and to the time of day. There were ten of our thirty-nine students who scored in the ninetieth percentile or above. The students themselves were pleased with this measurable progress and generally experienced a morale boost.

Classes began work, rationalizing binomial denominators, and changing the order of radicals. This was difficult work for the students, who again required individual assistance and explanation.

The final four days of class was spent in review with such exercises as simplifying expressions containing zero, negative, and fractional exponents, and radicals. It was our intention to imprint as deeply as possible in the minds of our students the proper procedures to take.

As the program drew to a close, we found that the daily log of material covered, plans, evaluations, assessments of progress, impressions and conclusions was an invaluable aid. We had been careful and diligent in recording in our log

daily. In this way we had an accurate record of what we did, how we did it, and why we did it that way, and when we did it. This tool was very useful during the course of our program in many ways.

The conclusions that we drew from our program were generally optomistic. We expected most of our students to succeed in the fall as they entered as regular freshmen at South Georgia College.

Most of our students had a long way to come. Most came a long way. We took pride in the sense of achievement they felt and the confidence with which they faced a college career.

We felt that a teacher-tutor arrangement was quite satisfactory, and, from the needs of a class of twenty students of this caliber, we judged that we could use to the maximum the services of still another tutor.

We learned that flexibility of approaches was essential in reaching these students. Individual help was a key factor in their individual progress. Our availability and our interest was meaningful to the students.

Final Report - Prepared by Total Math Faculty

The faculty in mathematics in SPEED at South Georgia College in 1968 feels that our program has met the needs of a majority of the participants and that a majority of the participants can be successful in a college program with proper effort on their part. However, we feel that some revisions of our program should be incorporated in future programs.

Because of the high ability in mathematics of some of our students this summer we feel that the criteria for the selection of students should be reviewed. Possi bly a student should be admitted for work in one area of the SPEED program only, thus permitting him to carry some college credit courses. The group recommends consideration of the following criteria for selecting students for the mathematics program: math score on SAT; the number of college preparatory math courses the

student has taken in high school; his high school grade point average in math; and his score on a math achievement test. In other words, test the student's mathematics achievement, his mathematics ability, and determine what mathematics he had in high school and the grades he earned in these courses.

The mathematics faculty feels that our students should be grouped according to his long range objectives based on the above information. The better students who need Algebra 101, the poorer students who need 101, the better students who need general math, and the poorer students who need general math should be grouped with students of similar abilities and objectives.

This faculty feels that definite standards should be required of each student in this program before admittance to South Georgia College in the fall. The requirements should be clearly stated and made clear to each student at the beginning of the program. These standards should include policy on class attendance.

We recommend that personnel for future programs be notified by January first of their selection in order that formulation of plans can be made as early as possible. Included in the plans will be selection of and compilation of textual materials.

After the selection of the faculty, we recommend that travel money be provided for these people to attend workshops, or observe laboratories where innovative techniques are being employed in the specific subject area.

Because of the time element in our program, we found that it took nearly all the time allotted to us to give the students the fundamentals of mathematics necessary for them to succeed in college. We found that the mathematical games had little value to the students until they mastered the necessary fundamentals it took to work the games.

We would recommend that money be made available for the group for extensive field trips to supplement the classroom learning situation. For example, a weekend

at the computer center at Cape Kennedy would be of immeasurable value to our students.

We tried both lecture and laboratory situations for instruction. The lecture process was effective for only short periods of time because it was necessary to give each student so much individual help. For example, many of the students lacked the ability to perform computations particularly where fractions were involved. Many of the students used logical reasoning very poorly, consequently they depended almost entirely on repetition in order to be able to perform these computations. It was also necessary to repeat instructions to individual students.

The lecture type of instruction proved to be ineffective whereas individualized work with the student proved to be highly effective. Sometimes we were able to work with small groups of students but we feel that our best instruction was accomplished working with the individual.

At the beginning of the program when the Lankton First Year Algebra test was given, there were 24 students that ranked in the 25th percentile or lower. There were 17 students ranking between the 25th and the 50th percentiles. There were 16 students who ranked between the 50th and the 75th percentiles. There were 20 students to rank in the 75th percentile or above.

At the close of the program, 4 students still ranked in the 25th percentile or lower on the Lankton First Year Algebra Test when it was administered the second time. There were 21 students ranking between the 25th and the 50th percentiles, and the 14 students ranking between the 50th and the 75th percentile. There were 38 students ranking in the 75th percentile or above. This was a very significant improvement.

This test was a measure of achievement in Algebra only. Instruction in areas other than algebra was not measured. We feel that we need a better test for the objectives of the mathematics portion of this program.

We need a block of class time of 1½ hours daily with an adequate amount of time for labs in the afternoon. To provide adequate laboratory aid, we feel it necessary to employ two tutors in addition to the two tutors already employed.

We saw a definite growth in the individual in areas other than subject matter. This staff feels that much more was accomplished in the SPEED program at South Georgia College in 1968 than statistics will ever show. This faculty feels that this program should be extended to include two quarters work.

EXHIBIT C

Writing Reports

Statement of Objectives - Ouida Alexander

The general objective of the writing program is to help the student express his ideas in the clearest, most concise, most courteous, and most effective way. Implementation of this program includes the study of basic sentence patterns and variations of these patterns such as passives and inversions. The student learns to analyze the structure of a given sentence, then he writes an original sentence to fit the model.

I am trying to avoid the pitfall of negativism by using an entirely positive approach namely "do this." Students are working relatively independently now in their workbooks. Some structured class work is necessary in the mechanics for plurals, possessives, useage, etc.

The grand finale of the writing program will be two weeks of concentration on paragraph construction. Hopefully, no time then will have to be spent on correctness or sentence structure. My personal motive is to prove to these students these things:

1. A study of English is fun.
2. They can learn English.
3. They do have worthwhile ideas.
4. Somebody does care about them.

According to one of my students, Ike Isenberg of Augusta,"Our day is long in that we spend about six hours a day in class, however, most of us don't mind the time because we feel that we are actually learning useful, practical, common sense skills."

The students have been asked to write for thirty minutes a day in a journal. One fact about this requirement came to light this week. One of the math teachers,

Mr. Bass and I were discussing the program, he commented that many of the students had shown progress in their ability to express themselves. On finding out who had not shown improvement, we discovered that only those students who had been negligent about writing in their journals had not improved. It is difficult to explain how this program is different from other similar programs. One distinct difference is the students' attitude. The majority of them want to learn and, therefore, they keep us teachers constantly on our toes. Their enthusiasm has been the keynote of the program so far.

One feature of the program that the students constantly commend is the interest we teachers have in them and the attention we teachers give them. Most of our students tell us that this is the first time any teacher has acted concerned. They say that for the most part they have felt totally ignored by previous teachers. If this is true, I am sure there are justifiable reasons, yet, somehow I do believe these students' comments because when I took up these journals and read them, they could hardly believe their eyes when they saw that I had read them and had written comments. In class they still remark about this surprise at a teacher doing that much reading, and often in class they apologize for not knowing something. It is almost as if we have written contracts and they feel they have violated the agreement.

As a teacher of these students, I am working hard, they are working hard; I am happy, they are happy, I am learning, they are learning; I am grateful for their cooperation, they are grateful to me for my cooperation. Quite often they say "thank you, teach."

I had one class to write on-the-spot reaction to the whole program. Typical of student response was this one by David Harris, "This special summer program is a good program for reviewing the basic fundamentals that a student may have missed in his high school. To be a success in college a student must be able to under-

stand the basic foundation for each subject; this program provides that understanding. For a student who didn't do well in high school, this course should be recommended for him, and should be offered in more junior colleges."

Final Report in Writing - Ouida Alexander

We have studied four basic units in the following order:

I. Word Class
   - A. Structure of verbs
   - B. Structure of nouns
   - C. Structure of adjectives
   - D. Structure of adverbs

II. Basic Sentence Patterns

III. Usages
   - A. Plurals and possessives
   - B. Agreement
     1. subject and verb
     2. pronoun
     3. correct adjectives and adverbs
     4. pronoun forms

IV. Punctuation
   - A. Comma
   - B. Semicolon
   - C. Quotation marks

If teacher-constructed tests in these areas were valid measures of student progress, very little if any progress was made. For example, here are results of these tests:

Test on Unit One and Two - Average 45%

Test on Unit Three - 57%

Test on Unit Four - this test consisted of two divisions. Part I required the student to compose examples of various patterns of punctuation such as independent clause, semicolon, and co-ordinating connectives.
Part II required the student to supply any necessary parts or punctuation to preconstructed sentences. All students for some reason were unable to write the sentences for Part I, so it as a test was a complete, total, absolute flop. Average of Part II - 50%.

We decided that the student needed experience in studying for and in taking an exam. So we gave a comprehensive final exam. Average 47%. Although we accept a large share of the responsibility for lack of progress, we feel that the program planners themselves contributed to our areas ineffectiveness by not providing plans and funds for additional teachers and tutors. In our area we were responsible for every student in the program, and yet we had each group only for about four hours and fifteen minutes per week for class time, and not more than fifty minutes per week for lab work. Besides this, the students would not accept responsibility for working outside of class without supervision. We do not know why, but here are some possibilities.

1. The students felt no pressure. They knew they were not to receive specific grades nor college credit. They assumed, rightly or wrongly, they were to receive blanket admission to South Georgia College. Also they received no directive persuasion from us.
2. Students were basically immature. They tended to do only those things they absolutely had to do and they often did these carelessly and sloppily, seldom following directions. They also held on to their prejudices about school being dull and useless, heretofore showing little interest or even pleasure about learning. We believe that there are some things we did we should not have done; unfortunately,

we may not ever know what all our mistakes were. Here are our known mistakes.

1. We let entirely too much time go by without effectively utilizing the lab period. Our problem here was our trying to be available for two groups a day. We did not want to hold a lab without both of us being accessible for the 19 or 20 students in each group.
2. We went into the program without having a distinct clarifying of course content. To label a course as a writing course and yet to suggest that attention be given to syntax, grammar, etc., is a gross mistake. Writing is one subject, syntax another, grammar another, etc.

We know there are many additional things we should have done. A few of these are as follows:

1. We should have given more pre-testing. We believe that if the student had had a graphic example of his inadequacy in an area, he perhaps would have been motivated. As it was, we simply went headlong into trying to convince them of what they needed to know.
2. We should have been tougher, that is, especially me. I spent one half of the quarter letting them know I cared, and then I did not have enough time to be tough.
3. We should have kept a more complete file of student work, perhaps even keeping a graph of student progress or student achievement in a particular area. We did not expect the students to be as poor in mechanics as they were. We, therefore, had to alter our plan objectives.

We believe we generally failed to meet our objectives. The students cannot express their ideas in the clearest, most concise, most courteous, most effective way. We know the students progressed on the basis of the standardized test results, but we fear that they are not ready for college. We did not carry out any of our ambitious ideas of having our students see the same movie or read the

same book and then have extensive discussions of related topics. We did not know of any materials or equipment that would have been of worthwhile assistance. We feel that our text Writing by Patterns by LeFevre and LeFevre was not effective. However, we believe it was probably as effective as any other text would have been because we think that the students would have rejected any one common text. Neither do we feel that the students would have worked independently in a programmed text. Our experiences with these students re-enforces our initial intuition that they would have worked more vigorously and more enthusiastically if they could have received, instead of a shotgun approach, brief instructions in each unit subdivision, then they could have practiced the related unit skills until they had mastered them. We did not follow this procedure because we did not have ample pre-planning time or sufficient relevant student pre-information or adequate class time. We feel that we did not try any particularly innovative methods. We had hoped to; however, the students were so extremely deficient in basic fundamentals of mechanics that we had to devote most of our time to a study of this. We did not have adequate class time even to do this very well. We have had very little time for drills, drills, drills.

Recommendations from the Communications Skills Staff:

If the communication skills area is to be effective, the following recommendations should be seriously considered:

1. Communications skills should be divided into at least two separate, yet equal, areas--writing and reading.
2. The schedule must provide Speech at least three hours per week, preferably in one hour blocks. This time is not necessarily to come from either the writing or reading block.
3. The teacher-student ratio should not exceed one to fifteen per class preferably one to fifteen per teacher.

4. The tutor-student ratio should not exceed one to ten preferably one to five.
5. There must be a distinct breakdown of course content for the writing section.
6. All students should have to meet some basic academic requirements before being admitted to South Georgia College or recommended for admission to any other program for post high school training.
7. If these students are to be considered regular college students, they should meet the rules and regulations for all students.
8. Students should be tested early enough before the program begins for the test results to be tabulated as soon as possible. These should be made available to individual instructors in order that they may be better prepared for the supervision of independent study.
9. Students perhaps should be grouped according to ability.
10. There should be more assembly programs; perhaps each group could be responsible for one program.
11. There should be more time available for the student-teacher conferences.
12. A spelling specialist should be employed.
13. The program should continue for at least two quarters; not necessarily meaning every student in the program would have to remain in the program for two quarters, but that it would be available for those students who did need the study.
14. More study should be given to a live together learn together situation.
15. In some way much more intensive in depth work must be done, that is, work that the student needs to perform. There is no way around it; this is a crash program; therefore, the students must work constantly and diligently in order to show any marked improvement.

This report was compiled with the cooperation of the tutor in this program, Rita Lee. Together we also arrived at this prediction; about all we know for certainty about these students is what the standardized tests reveal they can learn; therefore, if the students will perform routine tasks, improve powers of concentration, and develop a desire to learn, they are likely to be successful in college. Only the students can now prove this program a success or failure. As a teacher and a tutor in this program, we believe that for the most part, the program has been successful in a way that cannot be measured by standardized tests and perhaps cannot be measured at all. The success of the program lay in the sometimes shining reflection in a student's eyes when he understood or whenever he had the nerve to ask a question about something he did not understand. The program was a success every time a student would have the nerve to speak to a teacher and to feel that that teacher was an ordinary human being. We think that the program was a success every time we could have students who worked, and there were some who worked diligently and yet made very low mental progress. It is difficult to explain that that is success, but in a way it is because here is a person who is exhibiting the determination that it so often takes to become a success. Every time a student came to class clean shaven, neat, and smiling, the program was a success. Every time a student learned to listen even for three or four seconds, the program was a success.

EXHIBIT D

Reading Reports

Statement of Objectives - Bill Antoine

The overall objective of this program as I see it is to instill in these students a positive attitude toward their ability to succeed, and an increased desire for academic excellence and achievement.

The basic objective of the reading program is to familiarize the student with those reading and study skills necessary for successful college achievement, to make him aware of his particular abilities and deficiencies in these skills, to assist him in strengthening or correcting these, but more so to help him realize the importance of efficient reading and effective study habits in the attainment of a college education.

In attempting to accomplish these objectives, the major emphasis in the reading and study skills instruction has centered upon helping the student derive a meaning for education and the responsibility for fulfilling it, that is assisting him in the selection of a goal, helping him to find the ways to obtain it, and providing him with the opportunities to develop the necessary self-discipline for obtaining it.

The specific reading and study skills presented, while being taught for prerequisite for success in college, are presented in a manner to indicate that they are but means for implementing the more important objective of attaining one's goal in college. More specifically, reading itself is being presented for its utility value, a tool for learning, whereas, the study skills are depicted as the action or process through which learning occurs and by which it is more easily accomplished. In either case, reason and purpose are focused upon as the primary ingredients in the mastery of these skills; that is, with this special group of students it is believed that it

is imperative to teach the why as well as the how. Furthermore, that the actual attainment of these skills be the prerogative of the student himself. The teacher teaches, but does not demand compliance from the student, instead, each student, knowing his own strengths and weaknesses as well as having been informed about the minimal number of skills generally believed necessary for success in college level work, shown why these are necessary and through group and individual instruction, he is given the opportunity to increase his strengths and reduce his deficiencies but never made to do so through undue pressure or threats of any form. The final responsibility then for skill attainment is always left to the student himself.

The philosophy underlying this procedure exists in the personal belief that all learning is an egotistical process. No student can be made to learn; he can only learn for himself. Students can be made to work assignments and required to feed back trivial data under threat or duress, but except for some possible residual value or learning, he cannot be made to learn. It is further believed that it is precisely the misguided attempts at enforcing the student to learn by previous teachers which has produced the almost universal apathetic nature of this student plus he must be directed towards doing and appreciate for himself the values of an education rather than because of threats upon him by others, if true learning is to occur.

As I see it, the value of my contribution to this program, if any does result, rests not in the enforced requirement of these students mastering a given skill, not in teaching of that skill, for any elementary teacher could do that, and it does not lie in a particular method nor specific techniques employed in the classroom but rather, and more so, it consists of a relationship which I have attempted to establish between myself and these students. Persons who have observed Pestolosea made notes of his every movement and

followed them faithfully in their own classroom but they were unable to achieve the results affected by this master teacher, I'm not in any case or any way comparing myself to this great man, I do see an analogy; for it is not the method of teaching but rather the attitude of the teacher which constitutes the basic difference. Thus teaching skills as ends in themselves, rather than teaching students without the skills serving solely as the means towards changing the attitudes of these students, cannot be successful regardless of the techniques employed. I believe in teaching students not subjects not skills, and this is what I am attempting to do.

Final Report - Lurlyne Smith

During the first week the following tests and inventories were given:

1. Inventory Reading Habits and Attitudes
2. Inventory of Reading Skills
3. California Study Methods Survey
4. Nelson-Denny Reading Test
5. Personal Information Form for Reading Lab

The information obtained enabled the instructor to establish needs and set goals.

After this was done, the instructor worked out an individual program for each student. The Art of Efficient Reading by George D. Spache and Paul C. Berg was used to teach the reading skills. How to Study in College by Walter Pauk was used to acquaint the students with proper study skills, habits, and, attitudes. The information in the texts was supplemented by lectures, films, and demonstrations. A partial listing of skills taught is attached at the end.

To implement the individual reading programs, the students used the

following materials in the reading lab.

1. SRA Reading Laboratory, III a
2. SRA Reading Laboratory, IV a
3. SRA Reading for Understanding, Senior
4. Word clues, Books G-M
   Educational Developmental Laboratories
5. Spelling Improvement
   Patricia M. Fergus

Because of the small amount of time (three hours, fifteen minutes) scheduled each week for reading, lab work suffered. Work in the various materials and kits was begun the second week, but only 15 to 20 minutes could be allowed during each class period as there were so many important items to cover from the texts and other sources. Rate Builders in the SRA Laboratories were not used until the seventh week and, then, could be used only three times each week as each student attended reading only three times per week.

Bi-weekly night labs were scheduled for students who might be interested, but very few came. It was not compulsory and students said that they were too tired to attend.

Numerous reading machines were purchased, but they did not arrive until the program was in its sixth or seventh week. When they did arrive, no materials came with them so that the South Georgia students never had an opportunity to use them. We cannot say whether or not they would have been effective aids.

The texts and laboratory materials that we did have seemed quite effective. As in the usual situation, some students applied themselves while others did as little as possible. On the whole, most of the students appreciated the materials and enjoyed the work. The average reading rate per-

centile on the Nelson-Denny increased from 37.59 to 56.50. The total average percentile for vocabulary and comprehension increased from 21.10 to 42.07.

Two outside assignments of particular importance were the reading of Atlas Shrugged for critical analysis and a short term paper for the skills of using the library and compiling a bibliography. Both were successful for most students.

For some, the length of Atlas Shrugged was overwhelming. Though the students were supposed to apply the reading skills of skimming, scanning, etc. to most of the book, some felt defeated before they started, and never finished. A shorter book might have served the purpose as well or better.

Most of the students actively used the library and did their term papers. They felt the experience would be of great value in the fall.

The final exam was given in a manner so as to leave the students with positive attitudes about all the information that had been offered in the reading class. The last question asked them to evaluate themselves in light of the reading program. Most of the students felt that in addition to a faster reading rate and better comprehension, that scheduling their time, listening with the mind instead of the emotions, learning in spite of a teacher, taking, keeping and using notes, and the ability to read a book would be the tools that would help them most in the fall. Except for a few, most felt that reading had been one of their most useful subjects.

In view of the limited time allowed the students for reading and the upsetting factor of Mr. Antoine's leaving, we feel that the students made excellent progress. The most significant change came about in attitudes which the Nelson-Denny could not measure.

EXHIBIT E

Speech Reports

Statement of Objectives - Beth Newman

Our original objectives were to develop oral communication, to draw out the students, and help them express themselves. These objectives have not changed. I tried to create an informal atmosphere so the students would feel more like expressing themselves. We have seen and discussed two films, "Stage Fright", and "Using Your Voice." We have done individual and group pantomimes, choral readings, and this week we are doing original skits.

Student response has been good in general. Many of the quieter students are beginning to participate more. Some students are not very responsive and others fluctuate. Many have participated with interest and enthusiasm.

One of the major activities I had planned was to use group discussions; however, with twenty students per group, this is impossible. Also, the counseling sessions are doing group discussions in the smaller groups so I feel this area has been well covered.

I would say that, in general, what we have done has been successful. I think you could term it success when some of the extremely quiet students take key speaking and acting roles in skits they have created. The students seem more interested and are participating more, and are demonstrating greater freedom.

Final Report for Speech - Beth Newman

Effective oral communication is of major importance for everyone, and especially for students who may not have previously learned to communicate effectively and for students who may not have developed self-confidence in speaking. Many students in this program were inhibited and reluctant to voice their opinions. Of course, many were already vocally expressive. I believe we made progress in helping the more timid students express themselves, and in helping the more out-

going ones be more selective in their comments. I believe we also made them feel that speech can be an enjoyable activity.

The major objective of the speech course was to develop oral communication through various activities. Time was so limited in speech class that I could not accomplish everything I wanted to do this summer. With only eighty minutes per week for speech, I found that I often could not adequately complete a planned activity.

The first week of school I talked with each of the students to determine if there were any speech problems. I located several minor ones. I suggested to som who had previously had speech therapy that I would be glad to help them if they wanted me to. These students seemed to feel that they had their hands full with their class work, so I told them I would be available if they decided later that they would like some help.

The second week of school I was granted more time for speech -- forty minutes twice a week! This was much better, but we were still limited because I saw them so seldom and the groups were so large. We saw two films that week -- Stage Fright and Using Your Voice. We discussed them to sort of "break the ice."

For the next three class days we worked with pantomimes. The students did individual, duet, and finally group pantomimes. They seemed to enjoy these. At first some thought pantomiming was silly, but when they understood that this was a first step for many students who had never performed in front of a group before, they understood the object of this activity.

We did choral readings the next three class days. I made poor selections the first day in my zeal to expose them to good poetry as well as to choral reading. My selections for the second day were well received. "Jesse James" still rings in my ears. I did not find them as responsive on the third day of choral reading; it was the day of Saturday classes.

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I felt that the most successful activity, as far as group participation and enjoyment were concerned, was the presentation of the skits the students prepared. They were in groups of four or five. They first did a skit I assigned them; then they were to get up one of their own. Some of these were excellent. They enjoyed presenting the skits, and they were an excellent audience.

The next week I had the students read a selection from their English journals. Many of them did not want to do this, but I felt they were ready for individual speaking experiences. At the end of the second class of the week, we did a few charades. They enjoyed these, but we didn't have enough time left in the quarter to do any more. I probably should have done charades earlier in the quarter, but I was afraid they would think of them as only games. However, few of the students had even heard of charades.

The next week was spent with students making two-minute informative speeches. Some read the whole thing, but others did a very nice job in presenting their speeches. In fact, we discovered some previously hidden talent. The last week of class we had panel discussions -- some very animated and interesting, some not very well prepared. I had planned to have several group discussions, but the groups were too large for a controlled situation and the counselors were doing this type of activity in group counseling sessions.

I would have liked to do a play, but I did not see how I could involve enough of the students, and time was so short.

I encountered some difficulty in getting students to do assignments. There was not enough incentive as they were not being graded. As I've already mentioned, I felt our speech class was somewhat disjointed as we met only twice a week and had only forty minutes of class time a day. I feel that we need at least three class hours per week to be effective.

EXHIBIT F

Tutor Report

When this program first began, some of the students would not ask for help for fear of seeming dumb. They simply did not want me to know how little they knew. However, by the end of the first week, most of these students had confessed their feelings to me. I think that the students often told me their problems and asked me for help first, because to them I was not only a tutor but a friend. From the very beginning I tried to have a very informal relationship with the students. It seemed to make them more comfortable to be around me. I not only worked with them, but after class I socialized with them. I worked with them; I had fun with them. They cosidered me one of the gang which was help to me in my position as a tutor. For example, sometimes when I would be left in charge of the classes for a while, there would be one or two students that would want to yell or scream or just make noise. When such a thing happened, several of the other students would always say, "Get quiet. Can't you see that she's trying to tell us something?" Most of the students either had or gained much respect for me during this summer program. To me, this example shows progress within itself. Some of the students seemed to be maturing.

Now when I think about this program, I can't think of anything that I, as a tutor, would have done differently. I only wish that I could have had fewer students to tutor so that I could have spent more time with each one. However, I couldn't have begun to pick out only half of the students to have been in the program so I suppose what I needed was more tutors to help with the individualized study. Many times I became frustrated when I would be helping a student, and maybe two others were waiting for help. I wouldn't want to rush with my first; yet I didn't want to keep the others students

waiting.

When our faculty was planning, or maybe I should say, discussing the summer program, I often yelled about how I thought the program should be realistic of college life. Now, I see that there are two side to this story. I really became attached to the students, and in true college life, what college professor has time to become attached or involved with his students. Maybe it's bad that I became so concerned with their progress, But I can't help believing that maybe the students needed someone or anyone to be interested in them completely. Perhaps, this attention and interest shown to them during this program is exactly what many of them needed.

Many students have made remarks to me about grades. Just tonight one of our former students said, "Every now and then I would've liked to have seen a grade even if it were an "F" however, instead of my being evaluated or graded as a student, I was always evaluating or grading the program." Maybe grades would have motivated them especially if they had been given a small amount of credit or some type of certificate--anything to show that they had accomplished something.

I hope that this program will not be evaluated according to who passes or flunks fall quarter, but on the basis of progress made--progress made not only according to competency in subject matter but according to attitudes. Although some of our students may not have much to show for their summer's work; they have progressed greatly in areas that cannot be measured.